

Knowledge Outcomes

The 8 parts of a compass are North, South, East, West, North East, South East, South West and North West.

A four figure grid reference indicates a 1Km by 1Km square on a map and a six figure grid reference indicates a 100m by 100m square. Climate zones are areas with distinct climates that occur in East and West direction around the Earth.

A biome is a community of plants and animals that have common characteristics for the environment they exist in.

Challenge: Vegetation belts are regions of the world that are home to certain plant species determined by the climate.

Strength Lies in Difference

Children to understand the difference between being non-racist and an anti-racist.

Children to be familiar with these key terms and understand their meaning: Discrimination, Wealthy, Society, Perception, Stereotype, Heritage, Ethnicity, Identity, Justice, Injustice

Children to be familiar with a variety of aspirational and inspirational people from the Black and Asian Community

Children to understand the importance of being familiar with positive role models that are from a variety of backgrounds and experiences.

Children to understand the influence/contribution of the Black and Asian Community to British and World History

Expressive Art and Design

Art and Design: Printing

Design and create printing blocks / tiles.

Develop techniques in mono, block and relief printing.

Experiment with Lino printing.

Music: Rhythm, pitch, notation

Embed understanding of the differences between minims, crotchets, paired quavers and rests.

Understand the differences between 2/4, 3/4- and 4/4- time signatures.

Read and perform pitch notation within an octave.

Read and play short rhythmic phrases using conventional symbols for known rhythms and note durations.

Personal, Social and Emotional Development

PSCHE: What decisions can people make with money?

Learn how people make decisions about spending and saving money and what influences them
Know how to keep track of money so people know how much they have to spend or save
Understand how people make choices about ways of paying for things they want and need
Know how to recognise what makes something 'value for money' and what this means to them
Understand that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions

R.E.: Christianity - How significant is it for Christians to believe that God intended for Jesus to die?

Learn to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.

Give an example of someone with a strong sense of purpose for their life and give my opinion on this.

Start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.

Express my opinion about Jesus' crucifixion being his destiny / purpose.

SPRING TERM 2

Objectives

Treasure Hunters: Alchemy Island Year 5

Physical Development

Badminton

Learn how to grip the racket effectively

Develop ability to serve effectively

Tennis

Learn how to grip the racket effectively

Control the movement of a ball with a racket

Understanding of the World

Geography: Physical geography

Understand the geographical similarities and differences through studying the physical and human geography of a region of the UK and a region in South America.

Describe and understand key aspects of physical geography – climate zones, vegetation belts, mountains
Describe and understand key aspects of human geography – types of land use, trade links, distribution of natural resources (energy)

Science: Living Things and their Habitats

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

Describe the life process of reproduction in some plants and animals.

Computing: iProgram

To understand that computer programs containing graphics use x y coordinates and turns are measured in degrees

To use conditional (if) statements

To understand that some variables can only be true or false (boolean)

To understand that programs can do different things if the value of a boolean variable is true or false (conditional statements)

To create a game that senses events on screen

To program statements that make something happen in response to events on screen

To understand that variables can be used in programming to keep track of values

To program statements that make something happen in

Languages

Clothes

Learn nouns for items of clothing

Describe clothing using colours and see how the spelling of colours can change

Write a description of an outfit of their choosing

English / Mathematics

Please see the objectives in the termly success and challenge cards